

St Paul's CofE Primary School, Nuneaton

Inspection report

Unique Reference Number	125656
Local Authority	Warwickshire
Inspection number	381105
Inspection dates	12–13 October 2011
Reporting inspector	Roy Bowers HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	490
Appropriate authority	The governing body
Chair	Colin Dayman
Headteacher	Chris Plant
Date of previous school inspection	25 April 2007
School address	Wiclif Way Stockingford CV10 8NH
Telephone number	024 76383323
Fax number	024 76383323
Email address	admin3106@we-learn.com

Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 24 lessons taught by 17 teachers. They held meetings with representatives of the governing body, groups of pupils, senior managers and curriculum leaders. Inspectors observed the school's work and looked at the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 208 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The factors that account for the decline in recent years in pupils' attainment in reading by the end of Key Stage 1.
- Why pupils' achievement in writing is lower than reading and mathematics, especially in Key Stage 2.
- The effectiveness of the school's support for those pupils whose circumstances make them potentially the most vulnerable.

Information about the school

The school is much bigger than the average primary school. The proportion of pupils with special educational needs and/or disabilities is above average. One quarter of these pupils have moderate learning difficulties in communication, speech and language. Very few pupils have a statement of special educational needs. The percentage of pupils who are learning to speak English as an additional language is well below average. The proportion of pupils known to be eligible for free school meals is below average. The school runs before- and after-school clubs. The school has several accreditations including Healthy Schools gold status, International School award, Artsmark gold and the Margarie Boxall Award for Nurture Group provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

St Paul's is a welcoming and friendly school which provides a satisfactory standard of education. Behaviour is good and is characterised by courtesy, good manners and pupils' friendly and caring attitudes to one another. Nearly all parents and carers are happy with their children's experiences at school and are confident that the school is effectively led and managed.

A strength of the school is the exemplary quality of pastoral care for all pupils, especially those whose circumstances make them potentially most vulnerable. Staff know pupils exceptionally well and make very effective use of outside agencies to provide additional pastoral support and guidance. The nurture group provides strong support for those pupils who are experiencing social and emotional difficulties.

Strong links with the church and schools in many parts of the world, opportunities for personal reflection and several memorable thought-provoking experiences help promote pupils' spiritual, moral, social and cultural development exceptionally well.

In the Early Years Foundation Stage and Key Stages 1 and 2, all groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress. By the time pupils leave at the end of Year 6, their attainment is consistently just above average. Pupils' achievement in writing is lower than in reading and mathematics. This is because pupils in all year groups are not given enough opportunities to write at length, and the more-able pupils in Key Stage 2 are not given sufficiently challenging work. The presentation of pupils' writing in books is often poor. Over recent years, pupils' attainment in reading by the end of Key Stage 1 has declined. In the Early Years Foundation Stage and Key Stage 1, the school has a programme to help pupils improve their knowledge and understanding of letters and sounds. This is especially important because children enter the Early Years Foundation Stage with skills in communication, language and literacy which are slightly below those expected for children of their age. However, the programme is not as effective as it could be because, in some lessons, the work given to pupils does not match their needs.

Relationships between adults and pupils are strong and help ensure lessons are orderly and calm. Pupils talk confidently about their work and are keen to help each other when required. Teaching is satisfactory overall because not enough of it is good or outstanding. This is mainly because teachers are not clear enough about what they want pupils to learn in lessons and pupils are not guided well enough

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through the small steps which help ensure effective learning. Sometimes, lessons lack pace and teachers talk for too long. In some classes, teachers' marking provides pupils with clear guidance on how to improve. However, it is inconsistent.

Leaders at all levels, and the governing body, are highly committed and all make contributions to monitoring and evaluating provision within their areas of responsibility. Leaders regularly monitor pupils' progress, identify general weaknesses and implement initiatives and support strategies to raise pupils' achievement. However, leaders and the governing body do not evaluate rigorously enough the impact of these on outcomes for pupils and do not know if they are having a positive impact on raising pupils' achievement. A sound understanding of the school's strengths and weaknesses and a systematic approach to monitoring and evaluation show that the school's leadership has a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' achievement in writing by ensuring that:
 - all pupils are given more opportunities to write at length
 - the more-able pupils in Key Stage 2 are challenged sufficiently in lessons
 - pupils' presentation of their work is of high quality.
- Raise pupils' achievement in reading by the end of Key Stage 1, by ensuring that the work given to pupils to improve their knowledge and understanding of letters and sounds is matched closely to their needs.
- Improve the quality of teaching and learning so that the majority of lessons are consistently good or better by ensuring that:
 - all teachers are clear about what they want the pupils to learn and carefully guide the pupils through the small steps which help ensure effective learning
 - the pace of learning in all lessons is brisk and teachers do not talk for too long
 - teachers' marking consistently provides pupils with clear guidance on how to improve their work.
- Improve leadership and management by ensuring that all leaders and the governing body rigorously monitor and evaluate the outcomes for pupils following initiatives and support strategies implemented to raise pupils' achievement.

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Pupils are keen learners and often show this by volunteering to answer questions and sharing their work with others. Pupils’ behaviour in lessons is usually good and occasionally outstanding. However, in those lessons where teachers talk for too long, pupils become inattentive and some start to distract others. Opportunities to take responsibility, such as in evaluating their own work and that of others, are eagerly accepted and help pupils become increasingly responsible and mature learners. Because of the additional support they receive in lessons and in small support groups, pupils with special educational needs and/or disabilities make similar progress to that of all other pupils.

Pupils say that they enjoy coming to school and feel safe and secure. They are confident to talk to adults in school about their problems. Pupils get on well with each other and have a clear understanding of right and wrong.

Pupils’ spiritual development is promoted exceptionally well, often through experiences such as visiting the graves of unknown soldiers in France, and dawn walks to view the natural beauty of the sunrise and landscape. Effective use of the tranquillity garden and reflection time enables pupils to consider their emotions and understand how their actions affect others. Links with schools throughout the world help pupils compare and contrast their own lives with those of others. Visits to places of worship help pupils gain a strong understanding of the diversity of faiths and traditions in the United Kingdom and globally.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Some good teaching was observed during the inspection, but most was no better than satisfactory. When pupils learn well, the pace of learning is brisk and pupils are engaged throughout the lesson in stimulating learning activities. In the best lessons, teachers make clear to the pupils exactly what they are going to learn, guide them through learning stages and keep them focused on their learning and not just on completing the activity. In some classes, pupils are given the opportunity to evaluate their own work and that of others. However, this is only successful in those lessons where teachers focus pupils' attention on their learning and not just on the activity.

Although the curriculum only satisfactorily meets the pupils' academic needs, it is good because it provides well for pupils' personal development and well-being and enables pupils to enjoy and benefit from an exceptionally wide range of memorable experiences. In some lessons, for example, pupils' imagination was stimulated through the use of role play, a 'pirate challenge' in science and pupils acting as film-makers and archaeologists. Pupils' physical development is promoted well through before-school activity sessions. Many pupils learn to play a musical instrument. The school choir is rightly proud that it has been chosen to perform in London. The international dimension of the curriculum is very strong. The school has extensive links with other schools locally and in many parts of the world. Visits to places of interest, such as the Buddhist monastery, several visitors into school and a range of residential experiences add significantly to pupils' experiences.

Throughout the school, pupils are recognised and treated as individuals. Working very closely with a variety of external agencies, the school ensures that timely, focused and sustained support is given to families and pupils who are experiencing social and emotional difficulties. The nurture group provides identified pupils with opportunities to express their anxieties and discuss their emotions. Strategies such as 'star of the day' are used very effectively to praise, encourage and reward pupils. The before- and after-school clubs contribute strongly to the exemplary care, guidance and support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All staff share a strong sense of common purpose centred upon providing high

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quality pastoral care and raising pupils’ achievement. The headteacher’s passion for ensuring that pupils enjoy coming to school and are happy in life is shown through his strong relationships with all pupils and his concern that each one of them receives the best pastoral care. Senior managers and curriculum leaders know the school’s strengths and weaknesses. Monitoring systems help leaders gain information about pupils’ progress. Some initiatives and support strategies implemented to raise pupils’ achievement have been successful. An increased emphasis on providing a better degree of challenge for the more-able pupils by the end of Key Stage 1 has improved the proportion of pupils who reach the higher levels. However, despite the hard work and best intentions of the leaders, they do not always know whether all the initiatives or support strategies are meeting the needs of the pupils because their monitoring and evaluation focuses on the provision and does not measure the success in terms of pupils’ outcomes.

The governing body wholeheartedly supports the school, is well-organised and ensures that all statutory responsibilities are met. Some governors are involved in working with pupils in school and many attend a variety of school activities. The governing body has a sound understanding of the school’s strengths and areas for improvement. However, its level of challenge to the school is no better than satisfactory because it does not monitor rigorously enough the impact on pupils’ outcomes of changes to teaching style and programmes to help pupils improve their learning. It reviews all safeguarding policies and ensures that all requirements are met. All staff have received relevant safeguarding training. In lessons, pupils are taught about personal safety and gain a good level of knowledge about how they can prevent themselves being in situations where they may be at risk.

The school is inclusive and there is no discrimination. However, weaknesses in matching tasks and activities to pupils’ individual needs in some lessons make the effectiveness of the school’s promotion of equal opportunities satisfactory overall. Community cohesion is promoted well. The school has a good understanding of local community issues and has effectively involved pupils in activities which help them understand the diversity of local cultures and faiths in the United Kingdom and globally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and	3

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tackles discrimination	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The family atmosphere in the Early Years Foundation Stage helps ensure that children settle quickly and confidently into school life. On entry into the Early Years Foundation Stage, children have skills which are typical for their age although slightly lower in language and communication. They make satisfactory progress and by the time they enter in Year 1, their attainment is close to average and their literacy skills remain lower than their skills in mathematics.

Staff work together closely and maintain a sound balance between adult-directed activities and those which are child-initiated. Sometimes, adults miss opportunities to extend children's learning during play activities. Occasionally, children spend too much time listening to the teacher instead of engaging with learning tasks. Relationships between staff and children underpin the good behaviour. Children work and play happily together. They are happy to talk to visitors and can explain confidently what they are doing.

Arrangements to promote children's health and safety are secure. Children know how to keep themselves safe and demonstrate awareness of personal hygiene. The environment both indoors and outside is bright and stimulating. The Early Years Foundation Stage leader reflects well on practice and knows what needs to be done to improve it further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost all parents and carers, who responded to the inspection questionnaire or who spoke with the inspectors, expressed a high degree of confidence in the school. They felt that the school kept the children safe and helped them to lead a healthy lifestyle. The inspection findings support these views. Comments made by a few parents and carers reported that the school did not deal effectively with unacceptable behaviour.

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The inspection found that the school has many effective systems to deal with unacceptable behaviour and pupils nearly always behave well in lessons and around school. Overall, there were very few negative comments from parents and carers and all views were taken into consideration before judgments were made.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's CofE Primary School, Nuneaton to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 208 completed questionnaires by the end of the on-site inspection. In total, there are 490 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	135	65	64	31	4	2	0	0
The school keeps my child safe	151	73	54	26	3	1	0	0
The school informs me about my child’s progress	108	52	93	45	1	0	0	0
My child is making enough progress at this school	119	57	75	36	8	4	1	0
The teaching is good at this school	133	64	69	33	1	0	0	0
The school helps me to support my child’s learning	120	58	82	39	2	1	0	0
The school helps my child to have a healthy lifestyle	132	63	69	33	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	120	58	74	36	1	0	0	0
The school meets my child’s particular needs	124	60	72	35	5	2	2	1
The school deals effectively with unacceptable behaviour	104	50	78	38	13	6	0	0
The school takes account of my suggestions and concerns	91	44	94	45	6	3	0	0
The school is led and managed effectively	138	66	65	31	1	0	0	0
Overall, I am happy with my child’s experience at this school	136	65	66	32	3	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2011

Dear Pupils

Inspection of St Paul's CofE Primary School, Nuneaton, Stockingford, CV10 8NH

Thank you for being so polite and friendly when we visited your school recently. We liked the way you behave well, play happily together and work hard in lessons. You have a good understanding of how to keep yourselves safe and healthy. Well done!

The school provides a satisfactory standard of education and cares for you exceptionally well. We were very impressed with the opportunities you get to think about the many beautiful and wondrous things in the world. We liked the range of opportunities you have to communicate with pupils from other schools.

We want the headteacher and governing body to make your school better and have asked them to make sure that:

- in all your lessons, the teachers are clear about what they want you to learn, carefully guide you through the small learning steps and do not make you sit and listen for long before you do your work
- all teachers mark your books in a way that tells you all clearly how to improve your work
- your writing is improved by making sure that you are all given more opportunities to write longer pieces of work which are presented neatly
- the younger pupils are helped with their reading skills by giving them work which is suited to their needs
- the governing body and the teachers who have special responsibilities in your school look even more carefully at how well you are all learning.

All of you can help the school improve by continuing to work hard, especially at your reading and writing. We shall take away many good memories about your school. Thank you again for being so helpful and courteous.

Yours sincerely

Roy Bowers
Her Majesty's Inspector

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